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| **1. Provide a description, explanation, or example of the new term**   * REMINDER: Looking words up in dictionaries is **not** useful for teaching vocabulary * Provide a context for the term * Introduce direct experiences that provide examples of the term * Tell a story that integrates the term * Use video as the stimulus for understanding information * Ask students to investigate the term and present the information to the class (skit, pantomime, action) * Describe your own mental picture of the term * Find or create pictures that explain the term   (Marzano and Pickering, Building Academic Vocabulary Teacher’s Manual, 2005) |

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| **2. Ask students to restate the description, explanation or example in their own words.**   * Student’s must share their original ideas, NOT simply parroting the teacher * Monitor and correct misunderstandings * Provide more descriptions, explanations, or examples if necessary * Discuss with a partner * Pair share * Student record (notebook or journal)   (Marzano and Pickering, Building Academic Vocabulary Teacher’s Manual, 2005) |

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| **3. Ask students to construct a picture, symbol, or locate a graphic of the term.**   * Provides a non-linguistic method of mastery * Provide examples of student’s drawings/sketches (and your own) that are rough but represent the term * Model, model, model for students who believe they can’t draw. At first allow students to work together * Draw the term using speech bubbles to reveal the meaning * Create comic books * Pictures from magazines or kid-safe websites (however drawing or comic books should be encouraged) * Ask learners to share their work     (Marzano and Pickering, Building Academic Vocabulary Teacher’s Manual, 2005) |

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| **4. Engage students every other week in activities that help them add to their knowledge of the terms in their notebooks.**   * Structure analysis: prefix, suffix, root words that will help them remember the meaning of the terms * Indentify synonyms, antonyms * List related words * If students are ELL, provide an opportunity to translate the word into their native language (BabelFish). * Compare similarities/differences * Sort or classify words * Write incomplete analogies for students to complete & then have students write or draw their own analogies     *“Martin Luther King Jr.* is to *civil rights* as \_\_\_\_\_\_\_ is to *women’s rights*.”  (Marzano and Pickering, Building Academic Vocabulary Teacher’s Manual, 2005) |

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| **5. Periodically ask students to discuss the terms with one another.**   * Think-Pair-Share * Compare their descriptions of the term * Describe their pictures to one another * Explain to each any new information they have learned (“aha’s”) * Identify areas of disagreement or confusion and seek clarification * Students can make revisions to their own work     (Marzano and Pickering, Building Academic Vocabulary Teacher’s Manual, 2005) |

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| **6. Once a week involve students in games that allow them to play with terms.**   * Vocabulary games improve student’s vocabulary and communication skills * Give in-context and out-of-context opportunities to apply, analyze, evaluate and synthesize new vocabulary * Jeopardy * Charades * $100,000 Pyramid * Pictionary * Concentration * Password * Memory * Create a skit (assign groups of 3-4 kids 3 vocab. words to make a skit out of) * I have, who has? * Bingo (teacher gives definition, students mark the word)     (Marzano and Pickering, Building Academic Vocabulary Teacher’s Manual, 2005) |